

Maine's Grade Level Expectations - Reading

as Measured on the Maine Educational Assessment and the Personalized Alternate Assessment Portfolio

Content Area/Content Standard	MEA Grade Level Expectation	Personalized Alternate Assessment Portfolio (PAAP) Rubrics
Reading/A Process of Reading AD3, A8	Grade 3 Student reads for a variety of purposes (e.g. to answer specific questions, to form an opinion, to skim for information). [Text complexity appropriate for Grade 3].	Rubric Level 2, Level of Complexity 3 Student reads for a variety of purposes (e.g. to answer specific questions, to form an opinion, to skim for information). [Text complexity appropriate for Grade 3].
	Grade 4 Student reads for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information). [Text complexity appropriate for Grade 4].	Rubric Level 2, Level of Complexity 4 Student reads for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information). [Text complexity appropriate for Grade 4].
	Grade 5 Student reads for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for Grade 5].	Rubric Level 3, Level of Complexity 1 Student reads for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for Grade 5].
	Grade 6 Student reads for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for Grade 6].	Rubric Level 3, Level of Complexity 2 Student reads for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for Grade 6].
	Grade 7 Student reads for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for Grade 7].	Rubric Level 3, Level of Complexity 3 Student reads for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for Grade 7].
	Grade 8 Student reads for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for Grade 8].	Rubric Level 3, Level of Complexity 4 Student reads for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for Grade 8].

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Reading/A Process of Reading A3, A6	Grade 3 Student can recognize when <u>text</u> is primarily intended to persuade. [Text complexity appropriate for Grade 3.]	Rubric Level 2, Level of Complexity 3 After reading, hearing, or viewing, student can recognize when <u>text</u> is primarily intended to persuade. [Text complexity appropriate for Grade 3.]
	Grade 4 Student can recognize text that is primarily intended to persuade. Students will begin to recognize persuasive devices in a text; e.g., fact vs. opinion, supporting evidence, ambiguous words like “best”, etc.) [Text complexity appropriate for Grade 4.]	Rubric Level 2, Level of Complexity 4 After reading, hearing, or viewing multiple types of selections, student can recognize text that is primarily intended to persuade. Students will begin to recognize persuasive devices in a text; e.g., fact vs. opinion, supporting evidence, ambiguous words like “best”, etc.) [Text complexity appropriate for Grade 4.]
	Grade 5 Student can identify an author’s distinct purpose (e.g., to persuade, to entertain, to inform, to explain). [Text complexity appropriate for Grade 5].	Rubric Level 3, Level of Complexity 1 Student can identify an author’s distinct purpose (e.g., to persuade, to entertain, to inform, to explain). [Text complexity appropriate for Grade 5].
	Grade 6 Student can identify how an author establishes a distinct point of view (e.g., through the use of emotional or descriptive language; through the format of questions, statements, or commands). [Text complexity appropriate for Grade 6].*Point of View: the author’s perspective, attitude, beliefs.	Rubric Level 3, Level of Complexity 2 Student can identify how an author establishes a distinct point of view (e.g., through the use of emotional or descriptive language; through the format of questions, statements, or commands). [Text complexity appropriate for Grade 6].*Point of View: the author’s perspective, attitude, beliefs.
	Grade 7 Student can identify possible bias embedded in the author’s point of view.* [Text complexity appropriate for Grade 7]. *Point of View: the author’s perspective, attitude, beliefs.	Rubric Level 3, Level of Complexity 3 Student can identify possible bias embedded in the author’s point of view.* [Text complexity appropriate for Grade 7]. *Point of View: the author’s perspective, attitude, beliefs.
	Grade 8 Student can identify accurately both the author’s purpose and the author’s point of view. [Text complexity appropriate for Grade 8]. *Point of View: the author’s perspective, attitude, beliefs.	Rubric Level 3, Level of Complexity 4 Student can identify accurately both the author’s purpose and the author’s point of view. [Text complexity appropriate for Grade 8]. *Point of View: the author’s perspective, attitude, beliefs.

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Reading/B Literature and Culture B10, B8	Grade 3 Student can apply effective strategies for: analyzing and describing characters' words and actions and their connection to the outcomes of a story; identifying the author's basis message; and identifying the literary devices of dialogue and description when reading and interpreting fiction. [Text complexity appropriate for Grade 3].	Rubric Level 2, Level of Complexity 3 Student can apply effective strategies for: analyzing and describing characters' words and actions and their connection to the outcomes of a story; identifying the author's basis message; and identifying the literary devices of dialogue and description when reading and interpreting fiction. [Text complexity appropriate for Grade 3].
	Grade 4 Student can apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices (literary devices may include similes, rhyme, alliteration). [Text complexity appropriate for Grade 4].	Rubric Level 2, Level of Complexity 4 Student can apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices (literary devices may include similes, rhyme, alliteration). [Text complexity appropriate for Grade 4].
	Grade 5 Student can apply effective strategies for analyzing and describing character' interactions – citing thoughts, words, or actions, that reveal characters' personalities; making basic inferences about problem, conflict, and solution; determining the author's message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for Grade 5].	Rubric Level 3, Level of Complexity 1 Student can apply effective strategies for analyzing and describing character' interactions – citing thoughts, words, or actions, that reveal characters' personalities; making basic inferences about problem, conflict, and solution; determining the author's message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for Grade 5].
	Grade 6 Student can apply effective strategies for analyzing and describing character's traits, interactions, and changes over time; making basic inferences about problem, conflict, or solution; of identifying the relationships among elements within the text (plot, character, setting, and types of conflict); determining author's message and point of view – stated or implied; and identifying the literary devices of flashback, foreshadowing, and repetition to the reading and interpretation of fiction. [Text complexity appropriate for Grade 6].	Rubric Level 3, Level of Complexity 2 Student can apply effective strategies for analyzing and describing character's traits, interactions, and changes over time; making basic inferences about problem, conflict, or solution; of identifying the relationships among elements within the text (plot, character, setting, and types of conflict); determining author's message and point of view – stated or implied; and identifying the literary devices of flashback, foreshadowing, and repetition to the reading and interpretation of fiction. [Text complexity appropriate for Grade 6].

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Reading/B Literature and Culture B8	Grade 7 Student can apply effective strategies for analyzing and describing characters' interactions and motivations – citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text – person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia when reading and interpreting fiction. [Text complexity appropriate for Grade 7].	Rubric Level 3, Level of Complexity 3 Student can apply effective strategies for analyzing and describing characters' interactions and motivations – citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text – person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia when reading and interpreting fiction. [Text complexity appropriate for Grade 7].
	Grade 8 Student can apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately sophisticated in style, point of view, and use of literary devices. [Text complexity appropriate for Grade 8].	Rubric Level 3, Level of Complexity 4 Student can apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately sophisticated in style, point of view, and use of literary devices. [Text complexity appropriate for Grade 8].

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Reading/B Literature and Culture B11, B9	Grade 3 Student can apply effective strategies for recognizing appropriate generalizations about text; drawing conclusions or forming judgments/opinions about central ideas that are relevant to the reading and use of narrative nonfiction. [Text complexity appropriate for Grade 3].	Rubric Level 2, Level of Complexity 3 Student can apply effective strategies for recognizing appropriate generalizations about text; drawing conclusions or forming judgments/opinions about central ideas that are relevant to the reading and use of narrative nonfiction. [Text complexity appropriate for Grade 3].
	Grade 4 Student can apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters). [Text length and complexity appropriate for Grade 4].	Rubric Level 2, Level of Complexity 4 Student can apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters). [Text length and complexity appropriate for Grade 4].
	Grade 5 Student can apply effective strategies for synthesizing information within and across text(s); making inferences about text, including the author's message or purpose (e.g., to inform, to entertain, to explain, or to persuade); and supporting opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for Grade 5].	Rubric Level 3, Level of Complexity 1 Student can apply effective strategies for synthesizing information within and across text(s); making inferences about text, including the author's message or purpose (e.g., to inform, to entertain, to explain, or to persuade); and supporting opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for Grade 5].
	Grade 6 Student can apply effective strategies for synthesizing information within and across text(s); making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, to persuade); and forming and supporting opinion/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for Grade 6]	Rubric Level 3, Level of Complexity 2 Student can apply effective strategies for synthesizing information within and across text(s); making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, to persuade); and forming and supporting opinion/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for Grade 6]

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Reading/B Literature and Culture B9	Grade 7 Student can apply effective strategies for synthesizing and evaluating information within and across texts; making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, or to persuade); and forming and supporting warranted* opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for Grade 7]. *defensible, viable	Rubric Level 3, Level of Complexity 3 Student can apply effective strategies for synthesizing and evaluating information within and across texts; making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, or to persuade); and forming and supporting warranted* opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for Grade 7]. *defensible, viable
	Grade 8 Student can apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries), which have an appropriate complexity of content and sophistication of style. [Text complexity appropriate for Grade 8].	Rubric Level 3, Level of Complexity 4 Student can apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries), which have an appropriate complexity of content and sophistication of style. [Text complexity appropriate for Grade 8].

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Reading/D Informational Text D4, D5	Grade 3 Student can organize information to show understanding (e.g., represent key points within text through charting, mapping, etc. [Text complexity appropriate for Grade 3].	Rubric Level 2, Level of Complexity 3 Student can organize information to show understanding (e.g., represent key points within text through charting, mapping, etc. [Text complexity appropriate for Grade 3].
	Grade 4 Student can summarize informational texts (e.g., identify the main idea or concept and three or more supporting details connected to that idea or concept). [Text complexity appropriate for Grade 4].	Rubric Level 2, Level of Complexity 4 Student can summarize informational texts (e.g., identify the main idea or concept and three or more supporting details connected to that idea or concept). [Text complexity appropriate for Grade 4].
	Grade 5 Student can organize information to show understanding (e.g., representing key points within text through paraphrasing, summarizing, and/or answering question). [Text complexity appropriate for Grade 5].	Rubric Level 3, Level of Complexity 1 Student can organize information to show understanding (e.g., representing key points within text through paraphrasing, summarizing, and/or answering question). [Text complexity appropriate for Grade 5].
	Grade 6 Student can make inferences about text, including the author's purpose and/or message, by forming and supporting opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for Grade 6].	Rubric Level 3, Level of Complexity 2 Student can make inferences about text, including the author's purpose and/or message, by forming and supporting opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for Grade 6].
	Grade 7 Student can make inferences about text, including the author's purpose and/or message, by forming and supporting warranted* opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for Grade 7]. *defensible, viable	Rubric Level 3, Level of Complexity 3 Student can make inferences about text, including the author's purpose and/or message, by forming and supporting warranted* opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for Grade 7]. *defensible, viable
	Grade 8 Student can produce and support generalizations acquired from informational text. [Text complexity appropriate for Grade 8].	Rubric Level 3, Level of Complexity 4 Student can produce and support generalizations acquired from informational text. [Text complexity appropriate for Grade 8].